

Ealing Special Schools & ARPs

Local Offer & Entry and Exit Criteria

School	 Castlebar School Hathaway Gardens Ealing W13 0DH
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Email:	admin@castlebar.ealing.sch.uk
School website	http://www.castlebar.ealing.sch.uk
Needs catered for	Pupils with moderate and severe learning difficulties
Age range	4 – 11 years
How are children admitted?	Entry to the school is for children and young people with an Education, Health and Care Plans (EHCP) who meet the criteria described below. Admission is coordinated by the SEN Assessment Team at Carmelita House, 21-22 The Mall, London, W5 2PJ.

ENTRY Criteria

Cognition and learning	Ability is within the very low MLD (moderate learning difficulties) to Higher SLD (severe learning difficulties) range. The majority of students are functioning within a Developmental Age of 12-16 months to working towards the expected standard for End of Year 1 (as defined by NC) range, with the majority of skills at a similar level.
Communication and interaction	Significant speech and language delays in line with their cognitive ability. Students use intentional communication using a formal verbal or nonverbal communication system, e.g. Makaton signing, Makaton symbols, PECS.
Social and emotional health and well-being	Students may be socially vulnerable, lacking confidence and experiencing low self-esteem or anxiety about themselves as learners. They may have an additional or dual diagnosis of Autism. Students may demonstrate behavioural difficulties requiring specialist interventions.
Physical, sensory, medical.	Students may have additional physical, sensory or medical needs that are secondary to their learning difficulties.

School offer



What is Castlebar School and who is it for?

- See above

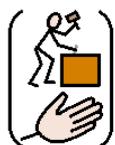


Who are you and what are your skills?

- A Local Authority primary special school for children with moderate to severe learning difficulties who may also have a diagnosis of Autism or other sensory impairments. Some pupils may have challenging behaviours.
- The school has vast experience in a range of strategies including:
 - Structured Learning – TEACCH
 - PECS/Makaton
 - Intensive Interaction
 - Precision Teaching
 - Multi-modal delivery including SLT/OT

What can my child access at your school?

- Whole group teaching
- Small group teaching
- Paired teaching
- 1:1 teaching (according to need)
- Extended Schools Opportunities for Years 2-6
- Access to SLT and OT strategies
- Behaviour support –Team Teach
- Educational Psychologist and Nursing Advice/Support
- A wide range of facilities e.g. Swimming Pool/Rebound Therapy



EXIT Criteria

The student has achieved his/her short and long term objectives.

The student has achieved the expected/exceeded standard for end of Year 1 (as defined by NC) of the National curriculum in the majority of attainment areas, and continues to make good progress.

The student has achieved a developmental stage of at least 3 –4 year old level and the indications are that the young person is making 'outstanding' sustainable progress when considering his/her progress from the end of Key stage 1 (Year 2) to the end of Key Stage 2 (Year 6).

The student is motivated to learn, is becoming more independent and can learn alongside his/her peers with a lower staff/student ratio.

The student has a consistent and effective method of communication.

The student can manage his/her personal care needs with either minimal adult assistance or with additional adult assistance

The student can manage his/her behavioural needs with adult assistance.

The student can develop friendship networks with adult prompts.

The student has a positive image about themselves as a learner.

An extensive, carefully planned and incrementally challenging transition programme has been completed and the young person is appropriately prepared for a successful transfer.

Further information about the school ** see regulations below

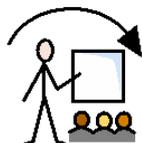
PROVISION

How will you help my child transition into and out from your school?



- All children entering and leaving Castlebar have a transition programme
 - From Nursery to school- Staff visit nursery, talk to staff, invite parents/carers to visit with child and arrange induction visits before start and also conduct home visits.
 - From Castlebar to mainstream – any pupil integrating into mainstream will have a structured transition programme, e.g. 1 day a week at mainstream (supported) for 6 months.
 - From Castlebar to Secondary (Specialist/ARP/Mainstream) - The transition programme with secondary schools starts the previous September and intensifies in the final summer term.

What do you teach my child?



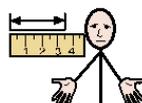
- The curriculum at Castlebar is built around the 7 Areas of Learning based on the Early Years Curriculum. They are:
 - Communication and Language
 - Literacy
 - Numeracy (Mathematical Development)
 - Personal and Social & Emotional Development
 - Expressive Arts
 - Knowledge of the World
 - Physical Development
- The curriculum is a multi-sensory, visual curriculum. It is differentiated according to the children's ages and abilities and is supported by a discrete ICT curriculum.

How will the curriculum be adapted to support my child?



- Each child has an Individual Education Plan which will identify the best way for your child to learn and develop.
- The school uses a range of strategies including visual sensory aids along with physical objects to enhance a child's ability to engage and to understand concepts. It also uses specialised software/hardware and specialised equipment.

How will you monitor and review the impact of the provision and my child's progress?



- We measure every child's progress using well researched and defined developmental 'Levels'. Each 'Level' is further broken down into smaller 'Learning Steps'. At the higher levels, as pupils approach National Curriculum expectations, assessment runs alongside these descriptors. Pupils making slower progress will have bespoke assessments designed to capture these smaller steps in learning. We have regular progress meeting with parents and carers (the Structured Conversation) and with each other to ensure your child is making the best progress possible.
- Pupils who are accessing the National Curriculum will have progress measured as described above.
- We also use the EYFS Development Matters profile alongside our Early Years assessment.

How do you prepare children for adulthood?

- The curriculum is based around the development of social, communication and independence skills. Specifically we encourage pupils to take responsibility (School Council) and offer travel training in Year6.



How will you develop my child's social skills?

- Throughout the curriculum via class work and others programmes such as:
 - Talking Partners
 - Bucket group
 - PALS
 - Assemblies/Presentations
 - Extended School – After School Clubs and residential trips
 - Support from SLT

How do I know you are doing all of this?



- Visiting our website
- Looking at Ofsted and Challenge Partners Reports
- Talk to teaching staff, e.g. at the Structured Conversation
- Talk to the Headteacher/Assistant Headteachers/Governors
- Monthly newsletters
- Updates in your child's Home/School book

How will my child be part of the wider school?



- Assemblies
- Walks around the school
- Shared Playtimes
- Shared lunches
- Paired classes (e.g. an older class paired with younger class for organised activity)

PARENTS



How do you communicate with parents?

- Daily/Regular home-school contact book
- Telephone calls
- Teacher-parent/carer meeting (formal and informal)
- Parent/Carer workshops
- Monthly newsletters
- Website
- Texting service



How will pupils / young people and parents contribute to the processes, planning and assessment?

- Formal parent/carer meeting e.g. termly Structured Conversations and Annual Reviews
- Informal meetings
- Parent questionnaires
- Pupil questionnaires
- Pupil participation in meetings where appropriate
- Pupil self-assessment
- School Council
- Parent Governors



What support is available to parents?

- Extensive menu of parent /carer workshops e.g. Sleep, Behaviour, Early Bird (ASC), Family Links
- School Social Worker
- Senior Leadership team – available to meet with parents
- Access to SLT/OT/Nurse

Where further information about the school can be obtained (section 64 of Act)

www.castlebar.ealing.sch.uk

** The School Offer section 6 Information about the Provision must include:

LOCAL OFFER REGULATIONS Schedule 1.

- (a) Their approach to teaching of children and young people with special educational needs;
- (b) How they adapt the curriculum and additional learning support available to children and young people with special educational needs;
- (c) How the progress towards any the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;
- (d) How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation;
- (e) How facilities that are available can be accessed by children and young people with special educational needs;
- (f) What activities are available for children and young people with special educational needs in addition to the curriculum; and
- (g) What support is available for children and young people with special educational needs.